

## STUDENT LEARNING OBJECTIVE - TEACHER

**Content Area:** Visual Arts

**Grade Level:** 3

### **Objective Statement:**

Students will be able to create portraits from observation in a variety of mediums (including drawing with oil pastels, printmaking, collage, and painting) that show evidence of problem solving using basic visual arts concepts (including visual composition, color, shape, as well as a mixture of representational and expressive techniques). Students will concurrently develop their use of art to convey meaning and their ability to discuss their art and the art of others.

### **Rationale:**

At this grade level students should expand the ways they draw and know that there is more than one way to depict figures. As the art teacher for grades 3-5, I work closely with the K-2 art teacher. In 2<sup>nd</sup> grade students begin to develop exposure to drawing from observation, but this is the first year this skill is explicitly discussed along with the differences of drawing from memory. In the past, learning how to look carefully at a subject has been a real challenge for students but drawing from observation is a crucial skill and students are often eager to develop their ability. It is developmentally appropriate for students to hone their ability to make conscious choices utilizing media, concepts and technique to represent the observable world. It is also critical that students become more mindful of how these choices affect their artwork and can describe these choices verbally. Students will be exposed to new mediums, including oil pastels and printmaking, whereas in the earlier grades they mainly utilized other drawing materials, cut paper, and paint. This expands their opportunity to make choices in their artwork and experiment with technique.

### **Aligned Standards:**

#### Rhode Island 3-4 Visual Arts State Standards

##### *VAD 1 (3-4)-1*

*Students demonstrate knowledge and application of Visual Art and Design concepts*

- a. describing and applying basic VAD concepts: line, shape, form, texture, color, organization of visual compositions, emphasis/focal point, pattern, balance/ symmetry, and contrast
- b. applying basic strategies and techniques to address artistic problems
- c. using observation to develop a visual representation of basic objects
- d. maintaining a portfolio of self-created art work and explaining art concepts learned

##### *VAD 3 (3-4) –1*

*Students demonstrate the ability to communicate in the language of Visual Art and Design*

- b. creating a unique solution for a basic visual art or design problem (e.g., designing or redesigning a toy from recycled materials)

#### National K-4 Visual Arts Standards

*Standard 1: Understanding and applying media, techniques, and processes*

- a. Students know the differences between materials, techniques, and processes
- b. Students describe how different materials, techniques, and processes cause different responses
- c. Students use different media, techniques, and processes to communicate ideas, experiences, and stories

*Standard 2: Using knowledge of structures and functions*

- a. Students know the differences among visual characteristics and purposes of art in order to convey ideas
- b. Students describe how different expressive features and organizational principles cause different responses
- c. Students use visual structures and functions of art to communicate ideas

*Standard 3: Choosing and evaluating a range of subject matter, symbols, and ideas*

- a. Students select and use subject matter, symbols, and ideas to communicate meaning

*Standard 5: Reflecting upon and assessing the characteristics and merits of their work and the work of others*

- a. Students understand there are various purposes for creating works of visual art
- b. Students describe how people's experiences influence the development of specific artworks
- c. Students understand there are different responses to specific artworks

**Students:**

This objective applies to all 65 3rd grade students.

**Interval of Instruction:**

I will work with all students once per week, for 60 minutes, throughout the year.

**Baseline Data:**

At the end of last year I examined this cohort's portfolios with the K-2 art teacher. This showed that while students were working with line, color, and shape, and pattern, they were not obviously constructing composition, relating parts to the whole, developing attention to detail, or mixing representational and expressive techniques. During the first week of class, I asked students to draw a self-portrait from memory and then gave students individual mirrors to do an observation of their face and draw a self-portrait with paper and pencil. I asked each student to reflect on the choices they made regarding concept and technique and to explain those choices verbally. Through this assessment I was able to determine which techniques students relied on utilizing in their art, which they were comfortable using in descriptive speech, and how they articulated their process and choices.

**Target(s):**

In final portfolio presentations students will show their pieces and discuss their choices of technique and medium selection with the class, one visiting artist, and me. The portfolio and presentation will be scored by the class, visiting artist, me, and students will also complete a self-assessment using a 10-point rubric.

- a. All students will achieve a score of 7 or better using a rubric described below.
- b. Ten students have had more experience with making art from observation through participation in an afterschool program. All of these students will have a target score of 8.
- c. I have one student who has delayed fine motor skills and hand-eye coordination. I expect him to show awareness of all techniques in his work, though his ability to create representational drawings will be significantly affected based upon the fact that he is simultaneously working to develop the artistic skills and content as well as the fine motor skills needed to demonstrate his ability. An accommodated rubric that weighs his explanation of choices slightly more heavily will be used during scoring.

**Rationale for Target(s):**

This target ensures that all three elements of the objective statement are being assessed by the end of the year including observational art making, a use of materials and techniques, as well as an ability to explain process and decision making. The attached rubric is divided into three sections for each of the three elements of the objective statement. Each section has 3-4 components, like an ability to use shared artistic vocabulary while describing one's portfolio. Students can earn 0, ½, or 1 point in each component, with a maximum score of 10. While setting a target of all students reaching a score of 7 or better is quite rigorous, we will consistently practice the process of observing, making choices in art-making, and explaining those decisions. Students will use the rubric throughout the year to score themselves and their peers and the visiting artist will also come to the class mid-way through the year to participate in a similar process.

**Evidence Source(s):**

All students will create a portfolio, consisting of 6 final portraits completed from observation. The holistic portfolio must illustrate use of all named techniques from the objective statement including visual composition, color, shape, as well as a mixture of representational and expressive techniques including the four mediums consisting of drawing with oil pastels, printmaking, collage, and painting.

**Administration:**

All pieces of the portfolio will be completed during class time, as will final portfolio presentations which will take place at the end of the year during the last two weeks of classes.

**Scoring:**

A rubric created by me and my colleague that indicates evidence of technique and medium choice, as well as evident decision making as seen through the art and in explanation will be used. Student portfolio reviews, including the presentation, will be scored by me, the class, visiting artist, and the individual student. These ratings will be weighted and combined to determine the final score. The weights are as follows: self-assessment = 2, peer-assessment=1, visiting artist's assessment=1, my assessment=6.